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Testing is always an ominous event. It is made to come upon the student like a hand ready to crush the ambitions with which they have been impregnated in classroom and home. The sensation of uncertainty, of possible loss, brings with it a disorganization of normal thinking and its expressions. The pupil thinks: "I will gain. I will lose. I shall be exposed. I shall be hurt. And immediately he compromises accordingly."

But if he is given to understand the
~~This is one occasion where the results of his~~
of his being tested will
~~work should not be credited because then he is~~
for the nervous student
least himself and his performance, though perhaps very capable in appearance, ~~his~~ most artificial, performance in ~~genuine feeling and normal attitude.~~

*we may expect
from him a
performance
inspired by his
feeling, one closer
to his normal attitude.
otherwise,*

may be
And though his work ~~is~~ capable, this capability is ~~like an~~ *like a* soulless performer, which is more akin to ~~the~~ *an* ambitious tyrant, ~~(though he be only a small tyrant)~~ *But he is* than the thinking heart with many imperfections. His ~~actions~~ *will be*, as ~~his~~ attitudes in life, and not alone in a testing situation, ~~then~~ become ~~coarse~~ *one*, indifferent, ruthless, and he is then worse though clever, than the person who is not clever but humane.

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One gives the best, most natural expression of value ~~by not limiting~~ ^{where} ~~the responses~~ ^{are not limited} to one set answer. The ~~response~~ ^{answer} must be permitted to take any form in accordance with the ~~mind or~~ intelligence which is called upon to express itself about a problem. For testing must always give the mind a free range if it is to express what it really feels. Otherwise the evaluation of intelligence must be subjugated to very coarse tastes and standards.

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As the answers should not be limited, so also should the judgments of these answers not be considered too rigidly, too deterministically, too ~~finally~~.

^{problems presented}
The ~~answers given~~ should be given answer with interest and the judgment, in turn, should also be an interested comment ^{if it is not to resemble} ~~instead of resembling~~ the rigid response of ~~rigidity~~

an adding machine. Which would give an appraisal of ~~of testing~~ ~~Testing, if it~~ is not to result in a stale judgment,

~~it~~ should be in the way of an appraisal of appreciation.

Otherwise it ^{must} shows merely the effects of artificial

conditioning. ^{as it is now,} ~~And~~ where there is inability to reproduce these conditioned answers, ^{this} due to lack of

rapport with its artificialities, ~~there~~ follows

condemnation, ~~in the form of~~ An unfavorable verdict ~~follows~~ as to the ^{presence} ~~absence~~ of intelligence.

And this we avoid by not making the child

for his age but (S.G. - 186)

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The teacher in his own way is in need of knowing just as is the pupil though in his own way and on his own level.

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What is of the essence in this procedure is not the deriving of a mark or score or arithmetic quotient, but the development of the whole teaching-learning system, not the adding of more thoughts, ^{of more effective appearance} more novel ideas, but the heightening of thought itself to make it more whole, ^{and} ~~not more effective in appearance.~~

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The written, oral, or behavioral responses obtained through periodic examination, should mark just a point arrived at in the improvement of teaching. They are only an evidence of what has been going on during the course of instruction and ^{in direction of} what needs further to be done. Examination is to really ^{so} know the student a little but not to mark him up or down, to label him as something to be envied or despised.

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This can only be done where intelligence plods and drives without vision, ^{without} uplift, and outlet which is vision and not just a cataract of officious action. This happens where intelligence, fine in potentiality, is fitted to coarse ends where it thinks only of commodities, not of improving the nature. The mind which has the strong urge to think whole thought, which really wants to know and not to be made to dance when

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it does not even know how to walk, which does not want to be made to play a piece ^{before it even knows} ~~for the sake of~~ accomplishment before it ^{has been} ~~is~~ made accomplished in ^{how} holding the bow which plays - such a mind can only find exile in this environment. And those who adjust themselves to it, find exile in the world.

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Nothing could be so contrary to ^{the building of} intelligence ^{to surround it with a surrounding} as ~~giving such an environment to intelligence~~ which makes a variety show of knowledge where the mind is entertained with every kind of illusion including the illusion that knowledge can only be good.

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Usually knowledge is admired for its craftiness, not for its wisdom. Wisdom is always looked upon with angry misgiving ^{because} when it sees us as we are, seldom with affection. That already requires great caring for understanding. Otherwise we would try to live by a Socrates, not by the reason and judgment of his accusers, ^{the} while we condemn such reason.

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Real intelligence knows that the tests we give now are not truth-telling, not truth-finding. They are really distortions of information, impressions which neither help the pupil to learn what is most valuable in knowledge nor the teacher to convey it.

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The child should only be marked for his accomplishment. And ~~for~~ whatever ~~there~~ is lacking, ~~that~~ would remain a matter for his education - A simple selection of what is wanted in his general schooling. ~~would be indicated.~~

Of course, all these suggestions are of no value unless teaching is made interesting without being made competitive. The point of interest is the ^{thoroughness, the} realism, the penetration, with which teaching is presented, not its rush for glory and the rewards of false honors, ^{and} the medal system, ^{the competitive system,} and the intelligence testing system which is like going to war and not to school.

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There must be a definite disregard for speed and an equally definite regard for the understanding of what one learns. Otherwise the examining, the testing, the evaluating, become a shallow exhibiting of force.

~~But if understanding is motivated by a rush for glory, and the rewards of false honors; if it comes to rely upon the medal system and the testing system and the intelligence testing system all of which is like going to war and not school, we might as well abandon the idea of a curriculum. There is nothing to choose between business and~~
~~we might as well classify men as army and navy platoons, but should be looking at the school as a most serious place for the child.~~

See Section: Paris

Everything moves in every direction but it is only with the greater consciousness - the evolved consciousness - that the movement can take place in the proper direction. Only the proper direction moves to the goal. But every other movement merely moves about it and in every direction.